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Table of Contents

Foreword by Ramon Medriano, Jr.....	04-05
1. Ángel Garralda Ortega.....	06-34
<i>- A Case for Blended EAP in Hong Kong Higher Education</i>	
2. Grace H. Y. Wong.....	35-46
<i>- Teaching Persuasive Writing through Persuasion</i>	
3. Angela Meyer Sterzik.....	47-69
<i>- How do we teach them all? A Needs Analysis for a Pre-Sessional EGAP Curricular Review</i>	
4. Fatemeh Karimi, Azizeh Chalak, Reza Biria.....	70-87
<i>- The Impact of Pre-listening Activities on Iranian EFL Learners' Listening Comprehension Performance</i>	
5. Wachirapong Yaemtui.....	88-116
<i>- The Effects of ASEAN English Accents on Listening Comprehension and Attitudes of Thai Students: The Phenomenon of English as a Lingua Franca in ASEAN</i>	
6. Le Pham Hoai Huong.....	117-139
<i>- An Academic Word List for English Language Teaching</i>	
7. Sukardi Weda, Iskandar Abdul Samad.....	140-168
Andi Anto Patak, Siti Sarah Fitriani	
<i>- The Effects of Self-Efficacy Belief, Motivation, and Learning Strategies on Students' Academic Performance in English in Higher Education</i>	
8. Joseph W. C. Lau	169-182
<i>- Ideal university culture of ESP undergraduate students in Hong Kong</i>	

September 2018 Foreword**by Ramon Medriano, Jr.**

This is the second volume of the AEFL Journal's September 2018 issue and it contains eight articles. The first article, *A Case for Blended EAP in Hong Kong Higher Education*, Angel Ortega investigated the need for a better platform in providing a pedagogically-rich EAP lessons. Hong Kong, a competitive country in terms of its students' language skills may need to invest in e-learning technologies and should start doing blended learning as part of its digital learning revolution. Ortega further reiterated that this learning platform can ease the problem on fragmented literacies as manifested by tertiary students in Hong Kong.

Grace Wong in her article, *Teaching Persuasive Writing through Persuasion* studied how students from HKUST IELM struggled in writing their White Paper, a marketing tool that provides persuasive and factual knowledge that a particular product or offering is better than the others. She mentioned about the confusion on the terms "to inform" and "to persuade" and because of this challenge, Wong adopted a strategy of teaching persuasion through persuasion.

The article, *How do we teach them all? A Needs Analysis for a Pre-Sessional EGAP Curricular Review*, Angela Meyer Sterzik mentioned that teaching English in most post-secondary institutions is now fast becoming an "enterprise" rather than it being "academic". Many language programs cater to students' English proficiency training, yet they struggle in determining the level of achievement of students. The study investigated the use of needs analysis to determine the content of any English for General Academic Purposes program.

Listening is a skill that one should master in order to communicate effectively. Karimi et. al. in their study, *The Impact of Pre-listening Activities on Iranian EFL Learners' Listening Comprehension Performance* investigated the need for vocabulary and content support as pre-listening activities to unlock difficulties that students may meet during the main listening tasks. It was further noted that there was a significant improvement in students' listening comprehension because of this intervention.

Wachirapong Yaemtui in his study, *The Effects of ASEAN English Accents on Listening Comprehension and Attitudes of Thai Students: The Phenomenon of English as a Lingua Franca in ASEAN* found out that ASEAN English speakers' accent affects Thai students' intelligibility while Munro et.al. in their study, *Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners*, says otherwise and indicated that 'there had been very little empirical investigation of how the presence of a nonnative accent affects intelligibility, and the notions of "heavy accent" and "low intelligibility" had often been confounded' thus indicating much more academic research is needed inside of ASEAN to further the arguments.

In the article, *An Academic Word List for English Language Teaching*, Le Pham Hoai Huong noted that importance of creating and having a specific list of academic words in the context of ELT. The list was then suggested to enhance the academic vocabulary skills of students as this can help them become better in understanding academic reading and writing texts.

Weda et. al. in their article, *The Effects of Self-Efficacy Belief, Motivation, and Learning Strategies on Students' Academic Performance in English in Higher Education*, examined the relationship of self-efficacy belief, motivation and learning strategies in students' academic performance in English. They further suggested that these should be presented in a language learning program for language acquisition success.

The perceptions of a student regarding learning motivation should be taken into account when talking about social identity. In the study, *Ideal university culture of ESP undergraduate students in Hong Kong*, Joseph W. C. Lau claimed that students' perception of an ideal university culture affected their motivation as implied by their sense of belonging.

The Effects of Self-Efficacy Belief, Motivation, and Learning Strategies on Students' Academic Performance in English in Higher Education

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Abstract:

This study examines whether self-efficacy belief, motivation, and learning strategies correlate to students' academic performance in English at higher education in Indonesia. One hundred and twenty-five undergraduate students of English Literature Study Program of Faculty of Languages and Literature Universitas Negeri Makassar and students of graduate program of English education (TEFL) participated in this study. There were 89 or 71.2% females and 36 or 28.8% males. Students were administered a questionnaire consisting of three important key topics: self-efficacy belief, motivation, and learning strategies. The student's age, sex, study program, semester, and GPA were assessed at the beginning of the questionnaire. The results of this study show that there was a significant relationship between self-efficacy belief and students' academic performance, motivation and students' academic performance, and learning strategies and students' academic performance at State University of Makassar (Universitas Negeri Makassar/UNM).

Keywords: *Self-efficacy, motivation, learning strategy, academic performance*

Introduction

Some psychological factors like self-efficacy belief, motivation, and learning strategies contribute to the successfulness of the learning process and academic performance. Many research

reports indicate that self-efficacy belief enhances the success in academic performance (Bandura & Schunk, 1981; Bandura & Carnove, 1983; Bandura, 1993; Zimmermen, Bandura, & Martinez-Pons, 1992; Bandura & Locke, 2003; Bandura, et al, 1996; Bandura, et al, 1999; Sherer, Mark & Maddux, J.E, 1982; Caprara, et al., 2008; Zimmerman, 2000; and Pajares, 2003).

Other than self-efficacy belief, motivation is also a vital factor in improving students' learning outcomes. Some research findings reveal that motivation has a correlation to students' achievement or academic performances (Pajares, 2003; Libao, et al., 2016; Wilson & Trainin, 2007; Mali, Yustinus Calvin Gai, 2015; Nasihah & Cahyono, 2017; Cocca, et al., 2018).

The findings of some researches also suggest that learning strategies (LSs) contribute to the improvement of students' performance (Nasihah & Cahyono, 2017; Weda, 2005).

Self-efficacy, motivation, and strategies are primary factors in improving students' foreign language (FL) and second language (L2) competence. Integrating those factors and language learning become desired system by language practitioners and learners. The basic assumption of this system is that students make efforts to study L2 to narrow the gap between their current status and the desired future self (Isatayeva, et al, 2018: 147).

Review of Literature

Self-Efficacy Belief

People's beliefs in their efficacy influence the types of anticipatory scenarios they construct and rehearse. Those who have a high sense of efficacy visualize success scenarios that provide positive guides and supports for performance (Bandura, 1993: 118). Bandura therefore argues that people who have a low sense of efficacy in a given domain shy away from difficult tasks, which they perceive as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue (Bandura, 1993: 144). Self-efficacy is predicted to enhance human accomplishment and well-being in many ways (Bandura in Schunk and Pajares, 1999: 37-38, as revealed in table 1.

Table 1. Effects of Self-Efficacy (Schunk & Pajares, 1999: 37)

<ul style="list-style-type: none"> • Motivation (Task choice, effort, persistence • Learning • Self-regulation

- Achievement

Schunk and Pajare (1999: 38) argue that self-efficacy also helps determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. They further say that people with a strong sense of efficacy are apt to approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Self-efficacy can influence the choices people make and the courses of action they pursue (Schunk and Pajares, 1999: 37).

Bandura (1993: 145) reveals that a strong sense of efficacy enhances personal accomplishment in many ways. He further adds that people with high efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Perceived self-efficacy, instated symbolically, predicts well the pattern of performance successes and failures on specific tasks (Bandura and Schunk, 1981: 597). Self-efficacy and goals in combination contribute to subsequent academic attainments (Zimmerman, et al, 1992: 674). Self-efficacy is therefore defined as the belief in one's capabilities to carry out, organize and perform a task successfully (Ersanli, Ceylan Yangin, 2015: 472).

Motivation

One of the successfulness determinants in learning a second language (L2) or a foreign language (FL) is motivation. Piniel and Csizér (2013: 525) state that second language motivation studies have been traditionally at the forefront of English applied linguistics research in the past decades, as motivation is considered to be one of the most important individual differences (ID) variables contributing to the success of second language learning. Trang, Moni & Baldauf (Weda, 2018: 718) reveal that there are a variety of factors that might influence foreign language learning faced by a number of students when learning a foreign language; attitude, motivation, anxiety, and beliefs. Of these affective factors, motivation has been given much attention (Weda & Sakti, 2018: 718). A lot of attention is given to the issue of increasing motivation, maintaining and developing students' interest in Foreign Language both in methodology and in the psychology of teaching the subject (Selivanova, et al, 2018: 220).

The motivation issue has been discussed by scholars in second/foreign language contexts (Yulia, 2013: 4). Considering motivation as the most important force in the process of mastering a foreign language, which ensures its effectiveness, it should be borne in mind that motivation is a part of the personal universe of a student and it is determined by his own ambitions, preferences, and requirements (Selivanova, Ogla G, et al, 2018: 219).

Dörnyei & Ushioda (2011: 5-6) argue that a history debate within the educational field as to whether motivation is primarily a 'cause' or 'effect' of learning, with the general consensus now being that it functions in a cyclical relationship with learning. They therefore theorized it in terms of positive cycles of 'high motivation ~~high~~ achievement high motivation,' or negative cycles of 'low motivation low achievement low motivation. →

Motivation to do something usually evolves gradually, through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, and action control and outcome evaluation (Dörnyei & Ushioda (2011: 6). Motivation is evident in beliefs, behaviors, and affect, processes that co-occur and are probably reciprocal (Turner & Meyer, 1999: 527).

Dörnyei & Ottó's (Dörnyei & Ushioda, 2011: 6) define motivation as dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

Harmer (1991: 3) reveals that motivation is some kind of internal drive that encourages somebody to pursue a course of action. He further adds that there are two main types of such motivation, integrative motivation and instrumental motivation. Instrumental motivation drives the learner to acquire another language for money, career, or power and integrative motivation, on the other hand, arises out of a desire to identify with the culture or community that speaks the language (Nunan & Lamb, 1996: 209-210).

Brown (1994: 152) defines motivation as an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation is also typically examined regarding the intrinsic and extrinsic orientation of the learner (Brown, 1994: 153).

Learning Strategies

Oxford (Weda, 2005: 3) argues that in the field of language research, the learning strategy

has been a notable area of growth in recent years. However, not much has been reported on the range and types of language learning strategies in Indonesia, and very little work on the use of English language learning strategy has done so far in the Indonesian context (Weda, 2005: 3).

Several definitions of learning strategies (LSs) have been written by leading authors in the second (L2) and English as a foreign language (EFL), among others is: Oxford (1989, 1990, 2003), Rubin (1975), and O'Maley & Chamot (1995).

Language learning strategies are behaviors or actions which learners use to make language learning more successful, self-directed, and enjoyable. For simplicity's sake, we will use the term "language learning strategies" about more formal language learning and less formal language acquisition; learning strategies are relevant to both (Oxford, 1989: 235). Nasihah & Cahyono (2017: 251) argue that language learning strategies (LLSs) are what learners do to learn language and relate to their characteristics, learning skills, problem-solving skills, and learning achievement.

Oxford & Burry-Stock (1995: 5) present six strategies which so called Strategy Inventory for Language Learning (SILL), those strategies are: (1) Memory. strategies, such as grouping, imagery, rhyming, and structured reviewing (nine items), (2) Cognitive strategies, such as reasoning, analyzing, summarizing (all reflective of deep processing), as well as general practicing (14 items), (3) Compensation strategies (to compensate for limited knowledge), such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known (six items), (4) Metacognitive strategies, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring error (nine items), (5) Affective (emotional, motivation-related) strategies, such as anxiety reduction, self-encouragement, and self-reward (six items), and (6) Social strategies, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware (six items). These six learning strategies can improve students' language competence which consists of structure, vocabulary and pronunciation and language performance which consists of listening, speaking, reading, and writing, and therefore they can have excellent academic performance as revealed in figure 1.

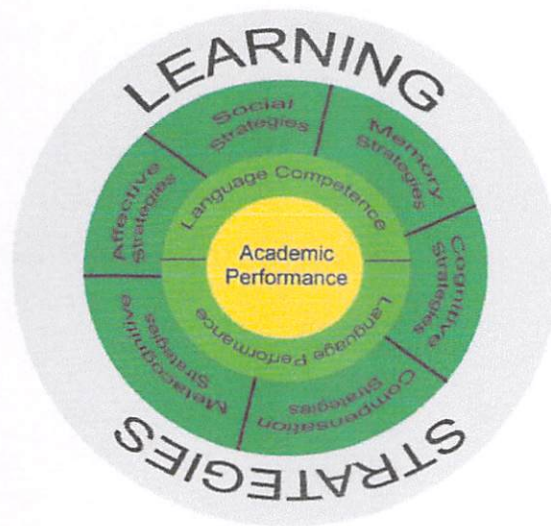


Figure 1. Learning Strategies and Academic Performance

Many research findings reveal that self-efficacy belief, motivation, and learning strategies have relationship upon academic performance. Ersanli, Ceylan Yangin (2015: 472) reveals that language learning motivations of the students in terms of the education level of the parents indicate a significant difference in students whose parents are more educated with those of less educated. On the contrary, the students whose parents are university graduates have the lowest means whereas those whose parents are primary school and secondary school graduates have much higher self-efficacy. Ersali, Ceylan Yangin (2015: 473) argues that success in learning a foreign language is determined by many factors among which self-efficacy beliefs and motivation levels of the students play prior roles. Ersali, Ceyla Yangin (2015: 472) adds that self-efficacy and motivation are the driving forces that make people pursue a goal and overcome obstacles because people with higher self-efficacy and motivation do their best and do not easily give up when confronted with difficulties. On the other hand, learning strategies are also vital determinant in language learning. Many research reports that learning strategies determine the success of second language learning. Language learning strategies are behaviors or actions which learners use to make language learning

more successful, self-directed, and enjoyable (Oxford, Rebecca L, 1989: 235).

Therefore, the following is the theoretical model of self-efficacy belief, motivation, and learning strategies upon academic performance. This means that the students' academic performance in the classroom setting is determined by students' self-efficacy belief, motivation, and the learning strategies that the students employ in the learning process.



Figure 3. Theoretical model of self-efficacy belief, motivation, and learning strategies upon academic performance

Research Questions

This is an endeavor to make an intensive study of students' self-efficacy belief, motivation, and learning strategies in English. Therefore, it would be right to say that self-efficacy belief, motivation, and learning strategies are crucial to learn. This is because, some problems emerge in the field of English language teaching in Indonesia, from secondary schools to universities, those problems are the low quality English teaching in the classroom setting, the low English proficiency of secondary school and university graduates, and the demotivation of students to learn English as a mandatory subject. The research questions of this study are postulated in detail as follows:

1. Is there a significant relationship between self-efficacy belief and students' academic performance in English at higher education?.
2. Is there a significant relationship between motivation and students' academic performance in English at higher education?

3. Is there a significant relationship between learning strategies and students' academic performance in English at higher education?

Method

Participants

The participants in this study were 125 students of the undergraduate program of English Literature Study Program of Faculty of Languages and Literature Universitas Negeri Makassar and students of the graduate program of English education (TEFL). There were 36 or (28.8%) males and 89 or 71.2% females as revealed in figure 2.

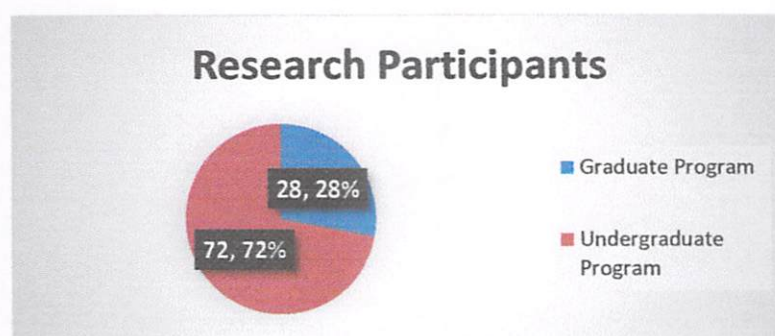


Figure 2. Research Participants

Instruments

Students were administered a questionnaire consisting of three important key topics: self-efficacy belief, motivation, and learning strategies. The student's name, age, sex, study program, semester, and GPA were assessed at the beginning of the questionnaire. The remainder of the questionnaire included: perceptions of the student's self-efficacy belief (type of instrumentality: 10 items adapted from Tuan, Chin, & Shieh, 2005), perceptions of the student's motivation (type of instrumentality: 15 items adapted from Brown, 2007 and Shia, 1998 in Nasihah and Cahyono, 2017), and perceptions of the student's learning strategy (type of instrumentality: 36 items adapted from Oxford, R, 1990). In this study, the students were asked to rate their perception by choosing one of the following choices which reveal how much he or she agrees or disagrees by circling around. Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), agree (4), and strongly agree (5). Meanwhile, students' academic performance was measured using Grade Point Average (GPA). GPA is to measure students' academic performance. The GPA was

obtained from the beginning of the questionnaire in which the students were asked to write down their GPA. The classification of the academic performance level of some universities in Indonesia justifies low academic performance is $GPA < 3.0$ and high is > 3.0 . The interpretation of Self-Efficacy Belief (SEB), Motivation (Mot), and Learning Strategies (LSs) and GPA level are revealed in table 2, table 3, and table 4.

Table 2. Interpretation of GPA Level

<i>SEB Score</i>	<i>GPA</i>	<i>Interpretation</i>
50 > SEB	3.0 > GPA	High
50 < SEB	3.0 < GPA	Low

Table 3. Interpretation of GPA Level

<i>Mot Score</i>	<i>GPA</i>	<i>Interpretation</i>
75 > Mot	3.0 > GPA	High
75 < Mot	3.0 < GPA	Low

Table 4. Interpretation of GPA Level

<i>LSs Score</i>	<i>GPA</i>	<i>Interpretation</i>
180 > LSs	3.0 > GPA	High
180 < LSs	3.0 < GPA	Low

Data Analysis

Data were coded and analyzed using the SPSS with a priori set alpha level of 0.05. The correlation of self-efficacy belief, motivation, and learning strategies upon academic performance was examined by Pearson correlation. The significant coefficient and coefficient correlation are examined to find out the results. The mean and Standard Deviation (SD) are also calculated using descriptive statistics.

Results and Discussion

Demographic profile of participants

The demographic profile of participants is revealed in detail in table 2 as follows.

Table 5: Demographic of Participants

<i>Demographic Information</i>	<i>Frequency</i>	<i>Percentage</i>
Gender		
1. Female	89	71.2
2. Male	36	28.8
Major		
1. English Literature (Semester 2)	64	51.2
	26	20.8
2. English Literature (Semester 6)	35	28
3. TEFL (Graduate Program)		
Age		
1. 17 – 20	82	65.6
2. 21 – 29	41	32.8
3. ≥ 30	2	1.6

Self-efficacy belief test scores of English students

The scale that was used to measure test of self-efficacy belief was reliable, with a Cronbach's alpha value of 0.7 (table 6). The means and standard deviations of students' perception on self-efficacy belief test scores of English students are displayed in table 6.

The findings are indicating that the students achieved a mean of 3.9120 and SD = .68411 for Self-efficacy belief/SEB-1. They achieved a mean of 2.7520 and SD = .72575 for SEB-2. The students achieved a mean of 3.6480 and SD = .74331 for SEB-3. The students achieved a mean of 1.9600 and SD = .78699 for SEB-4. Therefore, means and SD for SEB-5 to SP-10 are clearly stated on table 6. Finally, a normal distribution can be observed for all scales in the present study as revealed by skewness and kurtosis value as presented in table 6.

Approximately 76.8% of students revealed experiencing with the statement "Whether the

English learning topics is difficult or easy, I am sure that I can understand it.” Approximately 14.4% of students experienced some level of I am not confident about understanding difficult English learning topics. Approximately 61.6% of students indicated experiencing to the statement “I am sure that I can do well on English tests,” Approximately 5.6% of students exhibited to the statement “No matter how much effort I put in, I cannot learn English well.” There were 16.8% of students exhibited to the statement “ When activities in English subject are too difficult, I give up or only do the easy parts.’ There were 20.8% of students experiencing with the statement “During activities in the English as a Foreign Language (EFL) classroom, I prefer to ask my friends for the answers rather than thinking of myself.” Furthermore, 4.8% of the students indicated that they exhibited to the statement “When I find the contents or the topics in English difficult, I do not try to learn it.” There were 87.2% of the students revealed that they exhibited to the statement “I encourage myself to succeed in English.” There were 73.6% of the students experiencing that he or she behaves to try to learn all difficult topics or materials in English. Finally, approximately 70.4% of the students revealed that he or she is convinced that he or she can maintain communication well in English with her friends and lecturers.

Table 6. Self-efficacy belief test scores of English students (N= 125)

Code	M	SD	Skewness	Kurtosis	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
SEB-1	3.9120	.68411	-.348	.308	0	2.4	20.8	60.0	16.8
SEB-2	2.7520	.72575	.032	-.453	2.4	34.4	34.4	14.4	0
SEB-3	3.6480	.74331	-.283	-.103	0	6.4	32.0	52.0	9.6
SEB-4	1.9600	.78699	.777	.626	27.2	55.2	12.0	5.6	0
SEB-5	2.5040	.96406	.318	-.475	13.6	40.8	28.8	15.2	1.6
SEB-6	2.6000	.92457	.137	-.918	9.6	41.6	28.0	20.8	0
SEB-7	1.8560	.69217	1.088	2.528	27.2	64.8	3.2	4.8	0
SEB-8	4.2080	.91841	-1.633	3.292	3.2	2.4	7.2	44.8	42.4
SEB-9	3.9040	.70051	-.152	-.256	0	1.6	24.8	55.2	18.4
SEB-10	3.7760	.64588	-.299	.297	0	2.4	27.2	60.8	9.6

Motivation Test Scores of English Students

The scale that was used to measure test of motivation (Mot) was reliable, with a Cronbach's alpha value of 0.7 (table 7). The means and standard deviations of students' perception on motivation test scores of English students are displayed in table 7.

The research findings illustrate that the students achieved a mean of 4.2800 and SD = .59024 for Motivation/Mot-1. They achieved a mean of 4.2800 and SD = .70253 for Mot-2. The students achieved a mean of 4.2000 and SD = .62217 for Mot-3. The students achieved a mean of 3.4480 and SD = .72352 for Mot-4. The students achieved a mean of 4.4240 and SD = .67518 for Mot-5. They achieved a mean of 3.9520 and SD = .84104 for Mot-6. They achieved a mean of 3.9600 and SD = .73397 for Mot-7. The students achieved a mean of 3.6640 and SD = .70647 for Mot-8. Therefore, means and SD for Mot-9 to SP-15 are clearly stated on table 7. Finally, a normal distribution can be observed for all scales in the present study as revealed by skewness and kurtosis value as presented in table 7.

Approximately 92.8% of students revealed experiencing with the statement "I want to learn all topics in English I need to learn." Approximately 87.2% of students experienced to the statement "I have high expectation of myself to succeed in English." Approximately 88.8% of students experiencing to the statement "I feel good when I complete difficult tasks in EFL classroom." Approximately 43.2% of students exhibited to the statement "I work best in group discussion." There were 92.8% of students exhibited to the statement "I learn English for my future careers." There were 82.4% of students experiencing with the statement "No matter how much I like or dislike a lecturer, I still try to learn from him." There were 83.2% of the students exhibited to the statement "No matter how much I like or dislike a topic, I still try to learn from it." There were 63.2% of the students revealed to the statement "I feel that I should be recognized by my friends when demonstrating abilities in front of the EFL classroom." There were 64% of the students experiencing that he or she feels more accepted by my friends and a lecturer when obtaining excellent score on a test or drill. Approximately 52.2% of the students stated that he or she completed his or her task and homework assignment because his or her teacher frequently gives reinforcement (rewards). 60.8% of the students revealed that he or she feels ashamed when obtaining low score in a test or drill. 23.2% of the students stated that he or she gets nervous when his or her lecturer asks questions to him or her. There were approximately 90.4% of the students revealed that he or she tries to do the best in the classroom. There were 52.4% of the students said

that he or she often feels nervous when he or she takes a quiz, mid-term test, and final-term test, and approximately 41.6% of the students revealed that even when he or she has studied for hours, he or she feels that he or she has no enough preparation for a test or a quiz.

Table 7. Motivation test scores of English students (N= 125)

Code	M	SD	Skewness	Kurtosis	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
Mot-1	4.2800	.59024	-.161	-.534	0	0	7.2	57.6	35.2
Mot-2	4.2800	.70253	-.595	-.238	0	.8	12.0	45.6	41.6
Mot-3	4.2000	.62217	-.163	-.525	0	0	11.2	57.6	31.2
Mot-4	3.4480	.72352	.119	.537	.8	4.0	52.0	36.0	7.2
Mot-5	4.4240	.67518	-1.077	1.266	0	1.6	5.6	41.6	51.2
Mot-6	3.9520	.84104	-1.314	2.754	2.4	4.0	11.2	60.8	21.6
Mot-7	3.9600	.73397	-1.057	2.474	.8	4.0	12.0	64.8	18.4
Mot-8	3.6640	.70647	-.532	1.063	.8	3.2	32.8	55.2	8.0
Mot-9	3.7120	.68174	-.342	1.128	.8	.8	34.4	54.4	9.6
Mot-10	3.4480	.88405	-.587	.487	3.2	8.8	36.0	44.0	8.0
Mot-11	3.5120	.93856	-.481	-.576	.8	18.4	20.0	50.4	10.4
Mot-12	2.8800	.90340	.241	-.219	4.0	31.2	41.6	19.2	4.0
Mot-13	4.2080	.62600	-.382	.381	0	.8	8.8	59.2	31.2
Mot-14	3.4240	.89139	-.392	-.230	1.6	14.4	32.0	44.0	8.0
Mot-15	3.4720	2.06185	8.040	80.194	.8	19.2	36.8	33.6	.8

Learning Strategy Test Scores of English Students

The scale that was used to measure test of motivation (LSs) was reliable, with a Cronbach's alpha value of 0.7 (table 8). The means and standard deviations of students' perception on learning strategies test scores of English students are displayed in table 8.

The research findings reveals that the students achieved a mean of 3.8880 and SD = .49540 for learning strategies/LSs-1. They achieved a mean of 3.9920 and SD = .64127 for LSs-2. The students achieved a mean of 3.9520 and SD = .67029 for LSs-3. The students achieved a mean of 3.7680 and SD = .66157 for LSs-4. The students achieved a mean of 2.9040 and SD = .82720 for

LSs-5. They achieved a mean of 3.5360 and SD = .88485 for LSs-6. They achieved a mean of 3.6400 and SD = .74487 for LSs-7. The students achieved a mean of 3.8960 and SD = .82133 for LSs-8. Therefore, means and SD for LSs-9 to LSs-36 are clearly stated on table 8. Finally, a normal distribution can be observed for all scales in the present study as revealed by skewness and kurtosis value as presented in table 8.

Table 8. Learning strategy test scores of English students (N= 125)

Code	M	SD	Skewness	Kurtosis	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
LSs-1	3.8880	.49540	-.243	.872	0	0	18.4	74.4	7.2
LSs-2	3.9920	.64127	-.366	.660	0	1.6	16.0	64.0	18.4
LSs-3	3.9520	.67029	-.271	.168	0	1.6	20.0	60.0	18.4
LSs-4	3.7680	.66157	-.387	.392	0	3.2	26.4	60.8	9.6
LSs-5	2.9040	.82720	.182	-.216	2.4	29.6	45.6	20.0	2.4
LSs-6	3.5360	.88485	-.359	.025	1.6	9.6	34.4	42.4	12.0
LSs-7	3.6400	.74487	-.017	-.320	0	4.8	37.6	46.4	11.2
LSs-8	3.8960	.82133	-.958	1.253	.8	7.2	12.8	60.0	19.2
LSs-9	4.0720	.57046	-.254	1.194	0	.8	10.4	69.6	19.2
LSs-10	3.8320	.63164	.147	-.545	0	0	29.6	57.6	12.8
LSs-11	3.8720	.76175	-.336	-.117	0	4.0	24.0	52.8	19.2
LSs-12	4.1200	.81913	-.495	-.635	0	2.4	20.8	39.2	37.6
LSs-13	3.7280	.75537	-.642	.961	.8	4.8	26.4	56.8	11.2
LSs-14	3.9120	.72974	-.116	-.507	0	1.6	26.4	51.2	20.8
LSs-15	3.5840	.79498	-.183	-.356	0	8.8	34.4	46.4	10.4
LSs-16	3.0800	.83859	.264	-.292	.8	24.0	46.4	24.0	4.8
LSs-17	3.6400	.68862	-.443	.154	0	5.6	31.2	56.8	6.4
LSs-18	4.0640	.68089	-.235	-.292	0	.8	17.6	56.0	25.6
LSs-19	4.1200	.67918	-.309	-.222	0	.8	15.2	55.2	28.8
LSs-20	4.1760	.60992	-.110	-.417	0	0	11.2	60.0	28.8
LSs-21	4.1520	.56876	.012	-.064	0	0	9.6	65.6	24.8

LSs-22	4.2080	.69903	-.310	-.919	0	0	16.0	47.2	36.8
LSs-23	3.9760	.72361	-.353	-.011	0	2.4	20.0	55.2	22.4
LSs-24	3.8240	.70784	.265	-.969	0	0	35.2	47.2	17.6
LSs-25	3.8560	.60514	-.370	.747	0	1.6	21.6	66.4	10.4
LSs-26	3.8480	.62290	-.292	.469	0	1.6	23.6	64.0	11.2
LSs-27	3.1840	.77651	-.438	.793	3.2	10.4	53.6	30.4	2.4
LSs-28	3.3600	.80723	.095	-.107	.8	12.0	44.0	36.8	6.4
LSs-29	2.7360	1.03288	.239	-.672	9.6	36.8	28.0	21.6	4.0
LSs-30	3.3040	.93519	.076	-.401	1.6	16.8	42.4	28.0	11.2
LSs-31	4.0240	.61518	-.225	.439	0	.8	15.2	64.8	19.2
LSs-32	3.6400	.80723	-.185	-.384	0	8.0	32.8	46.4	12.8
LSs-33	3.6720	.74893	.270	-.630	0	2.4	42.4	40.8	14.4
LSs-34	3.5840	.73159	.080	-.305	0	4.8	41.6	44.0	9.6
LSs-35	3.6000	.79312	.158	-.522	0	5.6	42.4	38.4	13.6
LSs-36	3.9520	.70546	-.212	-.224	0	1.6	22.4	55.2	20.8

There were approximately 81.6% of students revealed experiencing with the statement “I think of relationships between what I already know and new things I learn in English.” Approximately 82.4% of students experienced to the statement “I use English words in a sentence so I can remember those English words.” Approximately 78.4% of students experiencing to the statement “I connect the sound of a new English word and an image or picture of the word to help remember the word.” Approximately 70.4% of students exhibited to the statement “I remember a new English word by making a mental picture of a situation in which the word might be used.” There were 22.4% of students exhibited to the statement “I used flashcards to remember new English words.” There were 54.4% of students experiencing with the statement “I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.” There were 57.6% of the students exhibited to the statement “I say or write new English words several times.” There were 79.22% of the students revealed to the statement “I try to talk like native English speakers.” There were 88.8% of the students experienced the statement I practice the sounds of English.” Approximately 70.4% of the students stated that he or she uses the English words he or she knows in different ways. 72% of the students revealed that he or she

starts a conversation in English. There were 76.8% of the students stated that he or she watches English language TV shows spoken in English or go to movies in English. There were approximately 68% of the students revealed that to understand unfamiliar English words, he or she makes guesses. There were 72% of the students said that when he or she cannot think of a word during a conversation in English, he or she uses gestures. Approximately 56.8% of the students revealed that he or she makes up new words if he or she does not know the right ones in English. There were 28.8% of the students stated that he or she reads English without looking up every new words. Approximately 63.2% of the students said that he or she tries to guess what the other person will say next in English. There were 81.6% of the students revealed that if he or she can't think of an English word, he or she uses a word or phrase that means the same thing. Approximately 84% of the students said that he or she tries to find as many ways as he or she can to use my English. There were 88.8% of the students experienced that he or she notices his or her English mistakes and uses that information to help him or her do better. Approximately 90.4% of the students stated that he or she pays attention when someone is speaking English. There were 84% of the students said that he or she tries to find out how to be a better learner of English. 77.6% of the students said that he or she looks for people he or she can talk to in English. There were 64.8% of the students revealed that he or she has clear goals for improving my English skills. There were 76.8% of the students said that he or she tries to relax whenever he or she feels afraid of using English. There were 75.2% of the students said that he or she encourages himself or herself to speak English even when he or she is afraid of making a mistake. There were 32.8% of the students said that he or she gives himself or herself a reward or treat when he or she does well in English. 43.2% of the students experienced that he or she notices if he or she is tense or nervous when he or she is studying or using English. Approximately 25.6% of the students said that he or she writes down my feelings in a language learning diary. There were 39.2% of the students stated that he or she talks to someone else about how he or she feels when he or she is learning English. Approximately 84% of the students stated that if he or she does not understand something in English, he or she asks the other person to slow down or repeat. There were 59.2% of the students claimed that he or she asks English speakers to correct him or her when he or she talks. There were 55.2% of the students said that he or she practices English with other students in the classroom setting. Approximately 53.6% of the students responded that he or she asks questions in English. There were 52% of the students revealed that he or she asks for help from English speakers.

Approximately 76% of the students said that he or she tries to learn and understand about the culture of native speakers of English.

Is there any correlation between self-efficacy belief and students' academic performance in English at higher education?

The Pearson correlation examines the correlation between self-efficacy belief and students' academic performance. The results indicate that mean score and standard deviation (SD) of SEB (M= 31.1200) out of possible maximum of 5 (strongly agree); SD= 2.86131 and GPA (M= 3.7077; SD= .25453), a significant correlation ($p = .000$), the correlation coefficient is small with $r = -.008$, and the size yield $n=125$. Therefore, the findings imply that there is a significant correlation between self-efficacy belief and students' academic performance among English students at Universitas Negeri Makassar, Indonesia.

This current study is consistently with some previous studies on self-efficacy belief which reported that there was a significant relationship between self-efficacy and academic performance. Zummerman, et al, 1992: 663) reported that students' beliefs in their efficacy for self-regulated learning affected their perceived self-efficacy for academic achievement, which in turn influenced the academic goals they set for themselves and their final academic achievement. In keeping with this report, Bandura, et al (1996: 1206) argued that perceived self-regulatory efficacy was related to academic achievement both directly and through adherence to moral self-sanctions for detrimental conduct and problem behavior that can subvert academic pursuits.

Table 9. Results of correlation between self-efficacy belief and students' academic performance

<i>Measures</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>p</i>
SEB	31.1200	2.86131		
GPA	3.7077	.25453		
SEB-GPA			-.008	.000

Note. $P < 0.01$

Is there any correlation between motivation and students' academic performance in English in higher education?

The Pearson correlation examines the correlation between motivation and students' academic performance. The results reveal that mean score and standard deviation (SD) of Mot (M= 56.8640) out of possible maximum of 5 (strongly agree); SD= 4.97631 and GPA (M= 3.7077; SD= .25453), a significant correlation ($p = .000$), the correlation coefficient is small with $r = -.006$, and the size yield $n=125$. Therefore, the findings imply that there is a significant correlation between motivation and students' academic performance among English students at Universitas Negeri Makassar, Indonesia.

This current study is consistent with some previous studies on motivation which reported that there was a significant relationship between motivation and academic performance. Pajares (2003: 139) demonstrated that the students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school.

Table 9. Results of correlation between motivation and students' academic performance

<i>Measures</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>p</i>
Mot	56.8640	4.97631		
GPA	3.7077	.25453		
Mot-GPA			-.006	.000

Note. $P < 0.01$

Is there any correlation between learning strategies and students' academic performance in English in higher education?

The Pearson correlation examines the correlation between learning strategies and students' academic performance. The results indicate that mean score and standard deviation (SD) of LSs (M= 134.6960) out of possible maximum of 5 (strongly agree); SD= 11.22944 and GPA (M= 3.7077; SD= .25453), a significant correlation ($p = .000$), the correlation coefficient is small with $r = -.006$, and the size yield $n=125$. Therefore, the findings imply that there is a significant

correlation between learning strategies and students' academic performance among English students at Universitas Negeri Makassar, Indonesia.

This study is consistent with some previous studies on learning strategies which reported that there was a significant relationship between self-efficacy and academic performance. Nasihah and Cahyono (2017: 250) reported that pedagogically, when teaching writing, EFL teachers are recommended to introduce potential of language learning strategies (LLSs) to students to boost EFL students' writing achievement.

Table 9. Results of correlation between learning strategies and students' academic performance

<i>Measures</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>	<i>p</i>
LSs	134.6960	11.22944		
GPA	3.7077	.25453		
LSs-GPA			-.006	.000

Note. $P < 0.05$

Conclusion

This study aimed at investigating the relationship of self-efficacy belief, motivation, and learning strategies upon students' academic performance in English at State University of Makassar. The inferential and descriptive statistics show that self-efficacy belief, motivation, and learning strategies partially correlate to students' performance. The results revealed that 1) there was a significant correlation of self-efficacy belief and students' academic performance at State University of Makassar (Universitas Negeri Makassar/UNM), with significant correlation ($p = .000$) and the correlation coefficient is small with $r = -.008$, 2) there was a significant correlation of motivation and students' academic performance at State University of Makassar (Universitas Negeri Makassar/UNM), with significant correlation ($p = .000$) and the correlation coefficient is small with $r = -.006$, and 3) there was a significant correlation of learning strategies and students' academic performance at State University of Makassar (Universitas Negeri Makassar/UNM), with significant correlation ($p = .000$) and the correlation coefficient is small with $r = -.006$.

This present study therefore suggests some pedagogical implications. One such implication is that self-efficacy belief, motivation, and learning strategies need to be introduced to language learning in the classroom setting and the language learners need to have self-efficacy, motivation,

and good learning strategies if they want to succeed in language learning. Further studies in a variety of settings and majors in self-efficacy belief, motivation, and learning strategies are recommended.

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Appendix

Respondent Identity:

Name :
 Sex :
 Age :
 Study Program :
 Semester :
 GPA :

Questionnaire

Choose one of the following choices which reveal how much you agree or disagree by circling around. Remember that there are no right or wrong answers.

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

No.	Self-Efficacy Belief	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	Whether the English learning topics is difficult or easy, I am sure that I can understand it.	1	2	3	4	5
2.	I am not confident about understanding difficult English learning topics. (-)	1	2	3	4	5
3.	I am sure that I can do well on English tests.	1	2	3	4	5
4.	No matter how much effort I put in, I cannot learn English well. (-)	1	2	3	4	5
5.	When activities in English subject are too difficult, I give up or only do the easy parts. (-)	1	2	3	4	5
6.	During activities in the English as a Foreign Language (EFL) classroom, I prefer to ask my friends for the answers rather than thinking of myself. (-)	1	2	3	4	5
7.	When I find the contents or the topics in English difficult, I do not try to learn it. (-)	1	2	3	4	5

8.	I encourage myself to succeed in English.	1	2	3	4	5
9.	I behave to try to learn all difficult topics or materials in English.	1	2	3	4	5
10.	I am convinced that I can maintain communication well in English with my friends and lecturers.	1	2	3	4	5

Adapted from Tuan, Chin, & Shieh (2005)

No.	Motivation	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	I want to learn all topics in English I need to learn.	1	2	3	4	5
2.	I have high expectation of myself to succeed in English.	1	2	3	4	5
3.	I feel good when I complete difficult tasks in EFL classroom.	1	2	3	4	5
4.	I work best in group discussion.	1	2	3	4	5
5.	I learn English for my future careers.	1	2	3	4	5
6.	No matter how much I like or dislike a lecturer, I still try to learn from him. (-)	1	2	3	4	5
7.	No matter how much I like or dislike a topic, I still try to learn from it. (-)	1	2	3	4	5
8.	I feel that I should be recognized by my friends when demonstrating abilities in front of the EFL classroom.	1	2	3	4	5
9.	I feel more accepted by my friends and a lecturer when obtaining excellent score on a test or drill.	1	2	3	4	5
10.	I completed my task and homework assignment because my teacher frequently gives reinforcement (rewards).	1	2	3	4	5
11.	I feel ashamed when obtaining low score in a test or drill.	1	2	3	4	5
12.	I get nervous when my lecturer asks questions to me. (-)	1	2	3	4	5

13.	I try to do the best in the classroom.	1	2	3	4	5
14.	I often feel nervous when I take a quiz, mid-term test, and final-term test.	1	2	3	4	5
15.	Even when I have studied for hours, I feel that I have not enough preparation for a test or a quiz.	1	2	3	4	5

Adapted from Brown (2007) and Shia (1998) in Nasihah and Cahyono (2017).

No.	Learning Strategy	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Part A (Memory Strategy)						
1.	I think of relationships between what I already know and new things I learn in English	1	2	3	4	5
2.	I use English words in a sentence so I can remember those English words.	1	2	3	4	5
3.	I connect the sound of a new English word and an image or picture of the word to help remember the word.	1	2	3	4	5
4.	I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5.	I used flashcards to remember new English words.	1	2	3	4	5
6.	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	1	2	3	4	5
Part B (Cognitive Strategy)						
7.	I say or write new English words several times.	1	2	3	4	5
8.	I try to talk like native English speakers.	1	2	3	4	5
9.	I practice the sounds of English.	1	2	3	4	5
10.	I use the English words I know in different ways.	1	2	3	4	5
11.	I start conversation in English.	1	2	3	4	5

12.	I watch English language TV shows spoken in English or go to movies in English.	1	2	3	4	5
Part C (Compensatory Strategy)						
13.	To understand unfamiliar English words, I make guesses.	1	2	3	4	5
14.	When I can't think of a word during a conversation in English, I use gestures.	1	2	3	4	5
15.	I make up new words if I do not know the right ones in English.	1	2	3	4	5
16.	I read English without looking up every new words.	1	2	3	4	5
17.	I try to guess what the other person will say next in English.	1	2	3	4	5
18.	If I can't think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
Part D (Metacognitive Strategy)						
19.	I try to find as many ways as I can to use my English.	1	2	3	4	5
20.	I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
21.	I pay attention when someone is speaking English.	1	2	3	4	5
22.	I try to find out how to be a better learner of English.	1	2	3	4	5
23.	I look for people I can talk to in English.	1	2	3	4	5
24.	I have clear goals for improving my English skills.	1	2	3	4	5
Part E (Affective Strategy)						
25.	I try to relax whenever I feel afraid of using English.	1	2	3	4	5
26.	I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
27.	I give myself a reward or treat when I do well in English.	1	2	3	4	5
28.	I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
29.	I write down my feelings in a	1	2	3	4	5

language learning diary.						
30.	I talk to someone else about how I feel when I am learning English.	1	2	3	4	5
Part F (Social Strategy)						
31.	If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
32.	I ask English speakers to correct me when I talk.	1	2	3	4	5
33.	I practice English with other students in the classroom setting.	1	2	3	4	5
34.	I ask questions in English.	1	2	3	4	5
35.	I ask for help from English speakers.	1	2	3	4	5
36.	I try to learn and understand about the culture of native speakers of English.	1	2	3	4	5

Adapted from Oxford, R. (1990).